

<p>K-5 Lesson plans</p> <p>National Standards (NASPE) See attached lesson plans for NASPE standards!</p> <p>KY Health & PE standards are written down after the "I can" statements for both P.E. and Health.</p>	<p>Vocabulary: Basketball, dribble, pass, shoot, locomotor movement, health science</p>	<p>Health: I can explain and provide an example of forgiveness. (3rd-5th) PL-P-N-U-2 & PL-4(5)-N-U-3</p> <p>Health: I can define and provide an example of locomotor movements. (K-5th) PL-4(5)-S-U-1 & PL-P-S-U-1</p> <p>P.E.: I can gather an object while dribbling a basketball. (K-2nd) PL-P-PS-U-1</p> <p>P.E.: I can shoot a basketball with correct form into a hula hoop. (K-5th) PL-P-PS-U-1 & PL-4(5)-PS-S-4</p> <p>P.E.: I can pass a basketball three different ways. (3rd-5th) PL-4(5)-PS-S-4</p> <p>P.E.: I can demonstrate proper shooting form. (3rd-5th) PL-4(5)-PS-S-4</p> <p>Tuesday-Thursday P.E. and Health Lesson Plans</p> <p>Warm-up: (P.E./stretching & warm-up) Students will complete 4 different stations as warm-up that reinforce dynamic stretching.</p> <p>Mini lesson: (P.E.) Students will enter gym and sit down on their signed spot on the gym floor. Teacher will review classroom rules and expectation, rewards and consequences for behavior. Review that both good and inappropriate behavior will be logged. If time permits, students will hear the joke of the day!</p> <p>Mini lesson (Health/Citizenship/Employability Traits): Character word of the week on Power Point: Concern for Others (Forgiveness)</p> <p>Mini Lesson: (Health): Students will look at a slide and learn about the meaning of the term "locomotor movements" and will be able to provide an example of a locomotor movement. (DOK 2) Compare and contrast a locomotor movement and a non-locomotor movement.</p> <p>Mini lesson: (KY Career Cluster): I will show the students the career cluster in Health Science (American Heart Association). Students will discuss a job from the Health Science career cluster.</p> <p>Warm-up: (P.E.) Teacher will log individual and class for correct type of shoes worn. Teacher will go over how to safely run laps. Students will run three laps as a warm up.</p> <p>Mini lesson: Students in grades K-2nd will watch a video from brainpop.com titled "heartl". Students in grades 3rd-5th grade will watch a video from brainpop.com titled "heart".</p>	<p>Daily Assessment: (Tuesday-Friday)</p> <p><input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Oral responses <input type="checkbox"/> Self-Evaluation <input type="checkbox"/> ORQ <input checked="" type="checkbox"/> Whole Class <input checked="" type="checkbox"/> Small Group <input checked="" type="checkbox"/> Individual</p> <p>Formative and Summative Assessments <input checked="" type="checkbox"/> Entrance (flashback) and Exit Slips <input checked="" type="checkbox"/> Oral Questions <input type="checkbox"/> Student Self-Assessment</p>
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P.E. Activity #1: Primary (K-2nd) Squirrels and Acorns (Dribbling, Volleying and Striking, pg.9) See attached lesson plan!

Differentiated Instruction: Struggling students will receive one on one and/or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: See "Spark It Up!" or "Challenges" section of the lesson plan for advanced activities.

Assessments/Exit Slip: See assessment questions under the section "Wrap It Up". DOK levels vary by question.

P.E. Activity #2: Primary (K-2nd) Shooting Drills (Basketball, pg. 13) See attached lesson plan!

Differentiated Instruction: Struggling students will receive one on one and/or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: See "Challenges" or "Spark It Up" section of lesson plan.

Assessments/Exit Slip: DOK 2: Compare and contrast shooting a soccer ball and a basketball. Students demonstrated correct form while shooting the basketball.

P.E. Activity #1: Intermediate (3rd-5th) Ball-Handling Drills, Basketball, pg. 5. See attached lesson plan.

Differentiated Instruction: Struggling students will receive one on one and/or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: See "challenges" or "Spark It Up" section of attached lesson plan.

Assessments/Exit Slip: See "Wrap it Up" section for questions with varying DOK levels. Anecdotal records that record if students mastered the various skills taught today.

P.E. Activity #2: Intermediate (3rd-5th) Passing Drills, pg. 11, see attached lesson plan!

Differentiated Instruction: Struggling students will receive one on one and/or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: See "Challenges" or "Spark It Up" section

of attached lesson plan. DOK 2: Compare and contrast passing a basketball and passing a soccer ball.

Assessments/Exit Slip: See "Wrap it Up" section for questions with varying DOK levels. Anecdotal records that record if students mastered the various skills (passing) taught today.

P.E. Activity #3: Intermediate (3rd-5th) Dribble Tag: See attached lesson plan from OPEN, pg. 1.

Differentiated Instruction: Struggling students will receive one on one and/or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: See attached lesson plan under grade level progression

Assessments/Exit Slip: Students demonstrated how to dribble up the court by walking quickly or running. Anecdotal records that record if students mastered the various skills taught today.

Static Stretching (Cool Down) and Rewarding Student Behavior: If time permits students will walk a cool down lap prior to exiting the gym and line up at the door by playing the game "Mr. Kuhn says" and/or review critical vocabulary. Students will also receive green "adventure" tickets as needed.

(1) FRIDAY P.E. & Health Lesson Plan:

Topics: Jump Rope/Hula Hoop, Dance, Basketball Shoot, Pass or Dribble a Basketball

Vocabulary: basketball, dribble, jump, hop, dance, choreograph, pass, chest pass, bounce pass, overhead pass.

Mini lesson: Students will warm up with an active stretching video. Students will go over the slides of health and P.E. concepts learned earlier in the week.

I can Statements:

I can shoot a basketball with correct form. (K-5th) PL-4(5)-PS-S-4 & PL-P-PS-U-1

I can jump rope with correct form. I can stay active by using a hula hoop. I can dance along with a choreographed dance. (K-5th) PL-4(5)-PS-S-4 & PL-P-PS-U-1

I can dribble or pass a basketball with correct form. (K-5th) PL-4(5)-PS-S-4 & PL-P-PS-U-1

Daily Assessment:
(Tuesday-Friday)

- X Observation
- X Oral responses
- Self-Evaluation
- ORQ
- X Whole Class
- X Small Group
- X Individual

Formative and Summative Assessments
X Entrance (flashback) and Exit Slips

Warm-up: Students will run three laps in the gym. Record if students wore the proper athletic shoes to P.E.

(K-5th) Station 1: Basketball Shoot: Students will form a line and will shoot baskets with correct form.

Differentiated Instruction: Struggling students will receive one on one and/or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: They will brainstorm creative ways that they can make this activity unique or more challenging.

Assessments/Exit Slip: Students demonstrated how to shoot a basketball into a hoop. Anecdotal records that record if students mastered the various skills taught today.

(K-5th) Station 2: Jump Rope/Hula Hoop/Dance: Students will jump rope, use their hula hoop, or dance along with a video.

Differentiated Instruction: Struggling students will receive one on one and/or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: They will brainstorm creative ways that they can make this activity unique or more challenging.

Assessments/Exit Slip: Students demonstrated how to use the hula hoop, dance, or jump rope with correct form. Anecdotal records that record if students mastered the various skills taught today.

(K-5th) Station 3: Basketball Dribble/Handling Routine/Passing a Basketball:

Students will practice passing a basketball or come up with a ball handling/dribbling routine.

Differentiated Instruction: Struggling students will receive one on one and/or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: They will brainstorm creative ways that they can make this activity unique or more challenging.

Assessments/Exit Slip: Students demonstrated how to handle, dribble, or pass the basketball with correct form. Anecdotal records that record if students mastered the various skills taught today.

X Oral Questions

□ Student Self-Assessment

Static Stretching (Cool Down) and Rewarding Student Behavior: If time permits, students will walk a cool down lap prior to exiting the gym and line up at the door by playing the game "Mr. Kuhn says" and/or review critical vocabulary. Students will also receive green "adventure" tickets and/or white clip up tickets as needed.

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Teacher: Clark Kuhn **Subject:** PE & Health **Week:** February 11, 2019 **Topics:** basketball, forgiveness, Health Science, locomotor movement

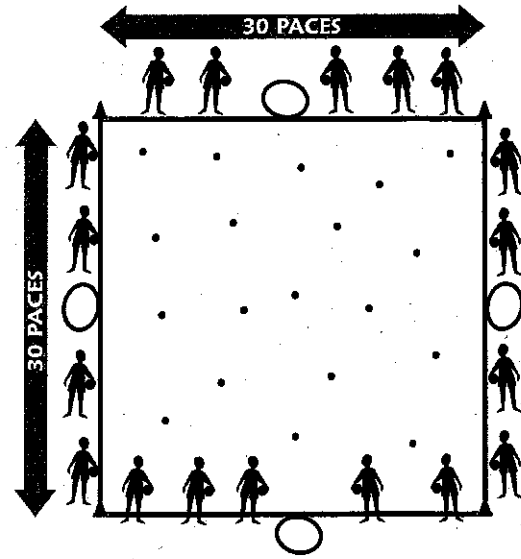
Special Education Modifications and 504 plans are located in the back of Mr. Kuhn's lesson plan binder.

Ready

- 4 cones (for boundaries)
- 4 hoops
- 1 8½" playground ball per student
- 1 fluffball per student
- Music and player

Set

- Create large (30X30 paces) activity area.
- Place 1 hoop (tree) on each sideline.
- Scatter fluffballs (acorns) within area.
- Send students to select 1 ball each, then scatter along the perimeter.



GO!

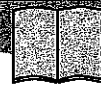
1. The object of *Squirrels and Acorns* is for our entire class of "squirrels" to gather all the "acorns" (fluffballs) and place them in our "trees" (hoops).
2. When you hear the music, dribble your ball with 1 hand to an acorn. Keep dribbling while you reach down with the other hand to pick up the acorn.
3. Dribble to a tree (hoop) and set the acorn inside.
4. We'll play until all the acorns are in trees.
5. Before we begin, what do we need to do to play this game safely? (*Keep our heads up and watch for others, look before we turn and move, only dribble as quickly as we can maintain control of the ball, etc.*)
6. (*After 1-2 safe rounds, time how long it takes the class to finish; then scatter acorns and play again.*) It took us _____ minutes to gather all the acorns. Let's see if we can reduce our time!
7. (*Next trial.*) Count how many acorns you gather this time.
8. **Wrap It Up**
 - Where should your eyes be looking while you move and dribble?
 - Who can tell us what the R in SPARK stands for? (*Reduce TV and media time.*)
 - It's fun to watch sports on TV or play sport video games, but limit the time you sit and watch **others** play, and be more active **yourself!**

★ Squirrel Buddies

(Pair students; have each pair place 1 hoop outside the perimeter.) When the music starts, you and your partner begin dribbling and collecting acorns, 1 acorn at a time, 1 per person, to set in your tree (hoop). You may not take acorns from others' trees. (Once finished, scatter acorns and play again.)

★ Dribble Keep Away

(Distribute 1 ball per student.) When the music starts, dribble with 1 hand and use the other hand to tap someone else's ball away. If your ball goes out of bounds, run after it and rejoin the game. (Cue students to keep their heads up and not look at their own ball; keep their bodies between their ball and others; and dribble lower than their waists).



ACADEMIC

Science

Here's a nutty idea! I'll wrap some acorns in moist paper towels and place them inside a sealed plastic bag. We'll tape the bag onto a window in our classroom so the sun can do its magic. Everyone will help me keep the towels moist. Let's see if our acorns sprout! If they do, we'll plant them outside and play *Squirrels and Acorns* with real acorns in a few years when our oak tree grows.

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, hand dribbles a ball

#3, 4 Participates in enjoyable, challenging activities, cardiovascular endurance

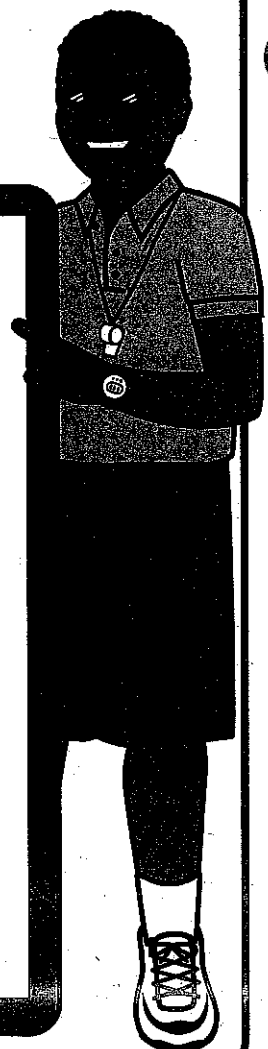
● #5, 6 Participates, appreciates, enjoys movement, cooperates with a partner

Your State (Write in here)

TONY'S TIPS

- Allow students to dribble with 2 hands until they are ready to progress to 1. Allow students to hold their ball while picking up a fluffball if needed.
- Continue to encourage low, controlled dribbling – waist-high or lower – and frequent hand changes.
- Remind students that if they're not looking at their ball, they can watch for others – and acorns!

NOTES





Ready...

- 1 ball per 2 students

Set...

- Pairs students; each with a ball.
- Partners in face-off formation; 5 paces apart.

GO!

1. The object is to practice passing and receiving, using the 3 basic basketball passes.
2. On signal, practice passing back and forth with your partner, using the following passes.

3. Chest Pass

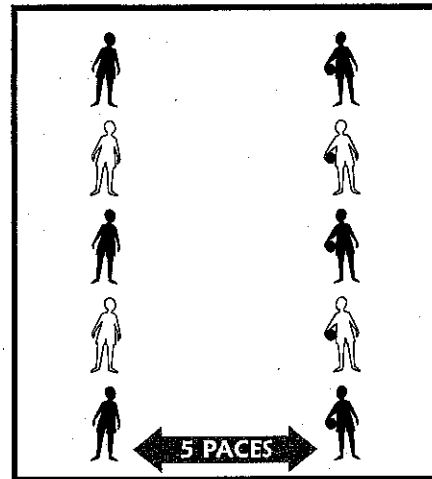
- Spread fingers, hands on the sides of the ball.
- Elbows flexed and out.
- Ball in the middle of chest.
- Step into pass and towards your target.
- Extend arms, snap wrists, and follow through with thumbs down.

4. Bounce Pass

- Hands on the sides of the ball, thumbs behind and fingers spread.
- Elbows flexed and out.
- Ball in the middle of chest.
- Step into the pass and push the ball towards ground.
- Aim a little past half-way to receiver.
- Extend arms, snap wrists and follow through with thumbs down.

5. Overhead Pass

- Similar to a soccer "throw-in."
- Bring the ball over and behind the head.
- Step toward target; extend arms and wrists.
- Release the ball while hands are high and just in front of the head.



CHALLENGES

- * How many passes (name a type) can you and your partner make in 15 seconds?
- * How quickly can you make 10 passes (name a type)?
- * Can you alternate between the 3 passes? No pass is the same as the last.

CUES

- * Receivers "ask" for the ball. Look at the passer, and have your hands up and ready. "Feather" the catch. Bend your elbows to absorb the force of the pass.
- * Passers pass only when you see the receiver "asking" for the pass. Your receiver should be looking at you with "up-and-ready hands."

★ Pivot, Fake and Pass

Add a pivot and a ball fake before passing.

★ Pivot, Pass, Move

Find a partner. Pivot once in each direction then pass to your partner. After passing, move to an open space. After receiving, pivot, pass and move.

★ Pivot Keep Away

(Groups of 3; 1 ball per group.) Two students pivot and pass to each other. The third student tries to prevent the pivoter from passing the ball. The pivoter must wait until the defender is guarding the ball before a pass may be attempted.

FUN FACT

Basketball became an official Olympic event at the Summer Games in Berlin, Germany, in 1936. It wasn't until 1974, at the Montreal Games, that women played basketball in the Olympics.

● STANDARDS ADDRESSED

NASPE

#1, 2 Passing, catching, pivoting

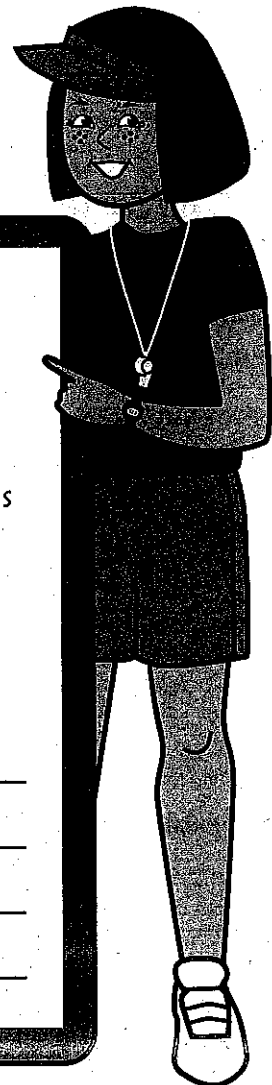
#5, 6 Cooperation

● **Your State** (Write in here)

PAULA'S POINTERS

- Monitor the distance between partners. Skilled pairs will need more distance.
- Provide a variety of different balls (foam, playground, regulation basketball, etc.), and allow students to choose the ball that best suits them.

NOTES





Ready...

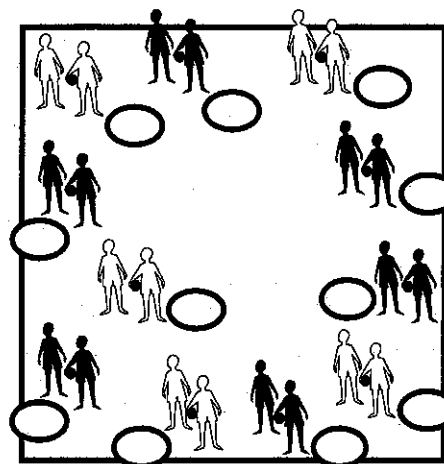
- 1 ball per pair
- 1 hoop per pair

Set...

- Pair students.
- Scatter pairs; 1 ball and 1 hoop per pair.

GO!

1. The object is to learn proper shooting technique.
2. First, "shadow" the skill without a ball.
 - Move your shooting foot slightly forward and point it toward the target.
 - Rest the ball on the palm of your shooting hand. Align your elbow with your knee. Place the other hand on the side of the ball for balance.
 - To shoot, extend your legs; then your shooting arm. "Snap" your shooting wrist, creating backspin, which helps the stay near the rim.
 - Practice 10X in slow motion, 10X at medium speed, and 10X at regular speed.
3. Next, practice shooting a ball to your hoop. Place the hoop on the floor. Your partner retrieves the shot and passes the ball back to you. Take 10 shots from a sitting, kneeling and then standing position.
4. Now, have your partner hold the hoop waist high, parallel to the floor. Take 10 shots from a sitting, kneeling and then standing position.



○ = Hoops

CHALLENGES

- * How many shots can you make (*name a position*) in 15 seconds?
- * Can you take a step back from the spot marker and still show good form?
- * How many shots can you make in 15 seconds alternating between the 3 practice shooting positions (sitting, kneeling and standing)?

CUES

- * Say, "L, I, goodbye." Your arm is in the shape of an "L" when ready, an "I" when extended, then wave goodbye when you snap your wrist.
- * Shoot UP so the ball arches high above your target.

★ Spot Shot

(Use a spot marker on the floor instead of a hoop.)

★ Defender

Find a partner. One ball and 1 hoop/spot per pair. The object is for the shooter to shoot over a defender. The Defender stands stationary with arms raised in front of their shooter. Vary the shooting distance. Advantage shooter: Defender is not trying to block the shoot.

★ No Dribble 2-On-2

(Groups of 4; 1 hoop or polyspot, and 1 ball per group.) The object is for your team to score a basket in the hoop or spot. You do this by passing the ball until you or your partner has an open shoot. No dribbling allowed. Defenders may not touch the ball if it is in the offense's hands, but may intercept passes.



WELLNESS

The first basketball hoops were actually real peach baskets. Peaches are a good source of vitamins A, B, and C. There are over 175 varieties of peaches. So be peachy and eat one. Then shoot the pit into a waste can.

STANDARDS ADDRESSED

NASPE

#1, 2 Shooting

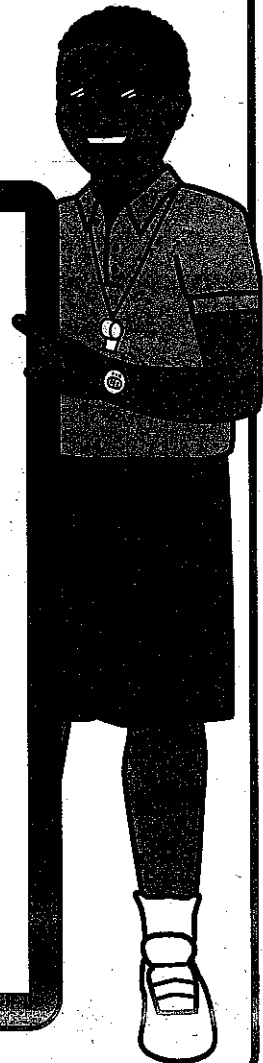
#5, 6 Cooperation

• Your State (Write in here)

TONY'S TIPS

- Students enjoy practicing at "real" baskets; however, few facilities have enough for all to practice safely or efficiently. Therefore, encourage good technique, and discuss places and times students can practice using real baskets, (e.g., during station work, at recess, on the playground, at home, etc.).

NOTES





DRIBBLE TAG

CHALLENGE PROGRESSIONS

- Add more challenging fitness tasks for players working to re-enter the game.

MODIFICATIONS

- Only 2 or 3 students are "it" and act as defenders while dribblers concentrate on ball handling.

ACADEMIC LANGUAGE

1 v 1, Combine, Defense, Dynamic, Offense, Spatial

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [E17.3-5]** Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body (3); Dribbles in self-space with both the preferred and the non-preferred hand using a mature pattern (4a); Dribbles in general space with control of ball and body while increasing and decreasing speed (4b); Combines hand dribbling with other skills during one-on-one practice tasks (5).
- **Standard 2 [E5.3a-4b]** Applies simple strategies/tactics in chasing activities (3a); Applies simple strategies in fleeing activities (3b); Applies simple offensive strategies/tactics in chasing and fleeing activities (4a); Applies simple defensive strategies/tactics in chasing and fleeing activities (4b).
- **Standard 3 [E3.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- **Standard 4 [E5.3-5]** Recognizes the role of rules and etiquette in physical activity with peers (3); Exhibits etiquette and adherence to rules in a variety of physical activities (4); Critiques the etiquette involved in rules of various game activities (5).

DEBRIEF QUESTIONS

- **DOK 1:** What is offense? What is defense?
- **DOK 2:** What did you notice about offense and defense in Dribble Tag?
- **DOK 2:** How would you compare and/or contrast offense with defense in the game of basketball?

TEACHING STRATEGY FOCUS

Help students examine similarities and differences: Dribble tag blends skills and concepts typically associated with offense (dribbling) with the actions and strategies of defense. Students must protect possession of the ball while also working to steal away possession from other players. This is a perfect time to talk about the similarities and differences of offense and defense. For example, on offense students are working to find and move into open space, while on defense they're working to close off open space before opponents can enter.



DRIBBLE TAG

STUDENT TARGETS

- ✔ **Skill:** I will move into open space and away from potential taggers while keeping control of my dribble.
- ✔ **Cognitive:** I will discuss offensive and defensive strategies for Dribble Tag.
- ✔ **Fitness:** I will work to increase my heart rate.
- ✔ **Personal & Social Responsibility:** I will follow the rules and etiquette of Dribble Tag so that everyone is safe and has fun.

TEACHING CUES

- ✔ Soft Knees, Finger Pads, Top of the Ball, Eye Over the Ball and Alert

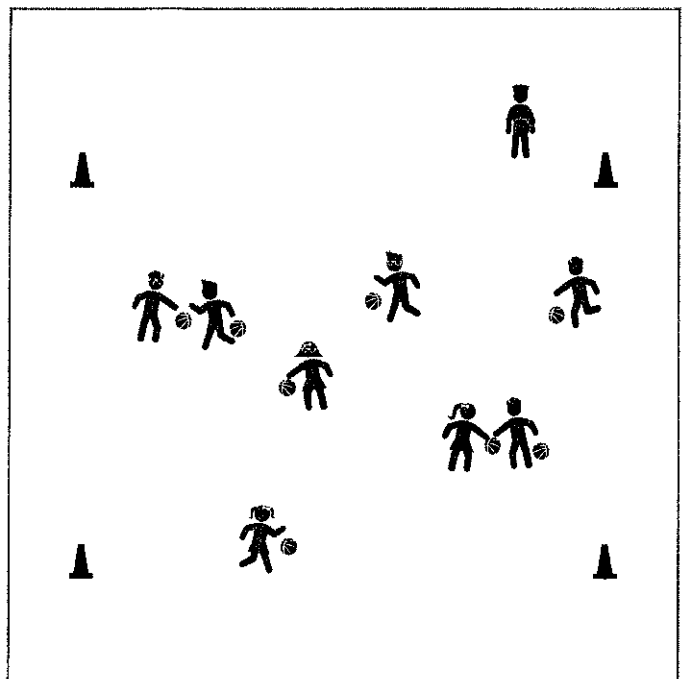
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 4 large cones
- ✔ 1 basketball per student

Set-Up:

1. Create boundaries for a large activity area with cones.
2. Students scattered throughout area in self-space with a ball.



Activity Procedures:

1. It's time to dribble in traffic and under pressure with a game of Dribble Tag.
2. Everyone is "it." The object is to dribble around the activity area without losing control of your ball. At the same time, you'll try to knock other players' basketballs away from them and out of bounds.
3. There are three ways to get tagged: 1) your ball is knocked out of bounds; 2) you dribble out of bounds; 3) you touch or bump another player.
4. If you're tagged, take your ball out of bounds on the perimeter and complete 3 right-hand dribbles, 3 left-hand dribbles, and 3 crossovers. Then re-enter the game.

Grade Level Progression:

- 3rd: Play the activity as it is written above.
- 4th: Introduce a signal for changing dribbling hands.
- 5th: Introduce a signal for changing speeds.